Summer Report: Creating a Culture of Excellence in Indiana Schools

July 2012

A Shared Vision of Excellence in the Classroom

If Indiana schools are going to prepare students for success in the 21st century, administrators and teachers need to work together toward a shared vision of excellence in the classroom. Indiana's innovative pilot evaluation systems give educators the tools and common language they need to have honest conversations about their most important job: helping students learn. This requires a sustained and meaningful culture shift at the school level, especially in the way we envision the relationship between teachers and administrators. Indiana's evaluation pilot is informed by three core principles:

Teachers deserve to be treated like professionals.

Current evaluations treat teachers like interchangeable parts—rating nearly all teachers good or great and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. Teachers deserve regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work.

Better evaluations give principals the tools they need to become instructional leaders.

The new systems will help principals support their teachers by helping them accurately pinpoint teachers' strengths and weaknesses. Helping teachers reach their potential in the classroom is a principal's most important job as an instructional leader, and a new evaluation system will hold principals accountable for helping all their teachers learn and grow.

When teachers grow, students grow.

Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their students. Teachers and principals will meet regularly to discuss successes and areas for improvement and set professional goals. The end result is better instruction for every student.

Successful collaboration between administrators and teachers requires honesty, reflection, and a commitment to constant improvement. Educators of all experience levels will need to learn new skills and reevaluate how they spend their time. Meaningful change won't happen overnight, but throughout the evaluation pilot year we've seen administrators and teachers work together to make the kinds of instructional adjustments that can have a lasting, positive effect on student learning.

Looking Ahead to 2012-2013: Quality Feedback for All Indiana Teachers

Nothing we can do for our students matters more than giving them effective teachers. Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support to help teachers improve, or intervene when teachers consistently perform poorly.

With this in mind, in the spring of 2011 the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff and administrators. Prior to this legislation, evaluation systems around the state varied greatly in quality and consistency. The new law introduced three main requirements for all evaluation systems:

- Every teacher must receive an evaluation annually;
- Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective; and
- Every evaluation system must incorporate measures of student growth and achievement as a *significant* portion of a teacher's evaluation.

Since the mid-year pilot report was released, the DOE has been hard at work providing the information, support, and training that corporations need to successfully implement new evaluation systems in school year 2012-2013. The DOE website now features extensive walk-throughs of the legislative requirements, offering school corporations guidance on a number of topics such as developing an evaluation plan, incorporating rigorous measures of student learning, and making human resource decisions.

Additionally, the DOE has offered monthly evaluator training through the Educational Service Centers (ESCs) for corporations adopting RISE next year, or for corporations that want to supplement local training. These trainings will continue throughout summer 2012 and beyond to assist corporations with implementation.

The DOE has been hard at work, providing resources on implementation, design, and planning through the DOE guidance website, the mid-year pilot report, and the pages of the RISE website.

Through a partnership with TNTP[i], the DOE has continued its pilot of new evaluation systems in six corporations throughout the state. This report focuses on the results from the year-long pilot. The findings and recommendations are intended to assist corporations in the implementation of their new evaluation systems. Additionally, the DOE will use these and other pilot findings to improve RISE for the upcoming year. RISE version 2.0 will be released statewide in early August.[ii]

Indiana Evaluation Pilot - Update

Six corporations piloted new evaluation systems in school year 2011-2012. Three of these corporations—Bloomfield School District, Fort Wayne Community Schools, and Greensburg Community Schools—piloted the RISE evaluation system. The other three corporations—Bremen Public Schools, Beech Grove City Schools, MSD Warren Township—piloted alternative evaluation systems. For a profile of each of these pilot corporations and further details on evaluation model design, please see Appendix A.

DOE and TNTP released *The Indiana Evaluation Pilot: Mid-Year Report and Recommendations* in March 2012. Based on early findings from the pilot, that report outlines recommendations for corporations starting the evaluation system design and early-phase implementation. Reference the mid-year report for specific recommendations on forming an evaluation design committee, choosing components for an evaluation system, communicating to stakeholders, and providing effective training to evaluators.

This current report will focus exclusively on implementation challenges and successes experienced during the pilot year. The report is designed to give helpful advice to corporations implementing new evaluation systems this upcoming school year. It is not intended to be an in-depth implementation or design guide. For additional information on implementation, design, and planning, visit the DOE guidance website, read the mid-year pilot report, and visit the Getting Started and Resources pages of the RISE website.

Data Collection

The findings and recommendations in this report are based on multiple sources of data collected throughout the pilot year. Teachers and evaluators in all six pilot corporations were surveyed three times – in August, January, and May - to understand their experiences with prior evaluation systems and the implementation of the new system in their respective corporations. Qualitative data was collected via individual interviews and focus groups with central office staff, evaluators, and teachers.

Teachers and evaluators in all six pilot corporations were surveyed three times – in August, January, and May - to understand their experiences with prior evaluation systems and the implementation of the new system.

Additional data was collected from RISE corporations to assess the success of the state evaluation system. Final professional practice ratings were collected and analyzed, as were Student Learning Objectives (SLOs). Scores for measures of student learning – SLOs, Individual Growth Model (IGM), and the A-F ratings needed to

determine School-Wide Growth (SWG) - were not yet available at the time of drafting this report. Summative evaluation scores cannot be collected or analyzed until these measures are scored. Therefore, the findings and recommendations in this report are based on the data that was available as of early June 2012. Guidance and recommendations for corporations around scoring and summative evaluation rating determination will be provided in Fall 2012.[iii] Because more data was collected for RISE corporations, many of the findings and recommendations below are specific to RISE.

To protect the confidentiality of pilot participants, data is presented in aggregate and does not identify specific schools, administrators, or teachers.

Culture Shift: Redefining the Administrator/Teacher Relationship

In successful schools, staff are focused on improving student outcomes above all else. Every day, in the classroom and in the hallways, actions are driven by the desire to give students the best education possible. As a result, all of the findings and recommendations in this report have one thing in common: they lead to a shift in culture at the school level that promotes improved student learning. Throughout this report, the term *school culture* refers to the environment of a school that results from the prevailing mindsets, beliefs, and actions of its administrators, teachers, and students and that contributes to, or detracts from, teaching excellence and student achievement. The term *culture shift* refers to the need for corporations and schools to create a collaborative atmosphere where school leaders and teachers work together toward a shared vision of instructional excellence, adjusting classroom practice and raising student achievement through observation, feedback, reflection, and improvement.[iv]

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Many schools already embrace the type of culture needed for successful implementation, but for others, this will be a substantial shift in the way that educators view their roles and responsibilities. Successful implementation of a new evaluation system requires school leaders to view their role as the instructional leader of the school. That means spending the majority of their time in classrooms observing teaching and following-up with honest, actionable, and timely feedback. Similarly, teachers must be open to a level of feedback many have never received before, and be willing to adapt and improve their practice accordingly. This culture shift is essential in order for new evaluation systems to have the maximum impact on student learning.

Based on conclusions from the Indiana Teacher Effectiveness Pilot, this report aims to provide schools with advice on how to give teachers quality feedback on their job performance, which will refine their instruction throughout the year and improve student learning. The report is divided into two main sections, Findings and Recommendations, which outline the results of the pilot and provide advice to corporations based on those results, respectively.

End-of-Year Findings

1. Implementing a new evaluation system requires a substantial shift in professional expectations and responsibilities, but with practice the new approach will result in improved instruction and student learning.

Indiana's teacher evaluation legislation requires all school staff to adjust to new professional expectations and responsibilities, and pilot results show that committed educators are up to these tasks. The improved rubrics outline clear expectations, and using those tools effectively requires more observations, higher-quality feedback, and more time spent setting and measuring student learning goals. Incorporating this new approach into the school day needs to be supported at the corporation level. Central office staff, particularly managers of building-level administrators, will need to support a consistent, corporation-wide culture shift by spending more time in schools.

Teachers not only report receiving more frequent observations than in previous years, but also that they are getting timely, evidence-based feedback.

Overall, the pilot showed that there is a wide variety of ways that corporations and schools can successfully meet the requirements for observations, providing the quality feedback that will lead to better classroom instruction.[v] Teachers in the pilot report receiving, most commonly, four observations this year, except in one corporation where an expectation of short, frequent observations resulted in teachers most commonly receiving 35 or more observations this year.[vi] Teachers most commonly received two shorter observations (10-20 minutes) and two longer observations (40 minutes or more). Teachers in the corporation that required short, frequent observations report receiving most commonly 15 short observations (less than ten minutes), two 10-20 minute observations, and two 20-30 minute observations.[vii] Most observations in all corporations were unannounced and followed by written feedback, and usually two of the observations were followed by post-conferences.[viii] Regardless of whether a corporation chooses to implement more frequent, shorter classroom visits or less frequent, longer visits, the core principle remains the same: increased observations and regular feedback improve classroom performance.

Pilot evaluators implemented the new observation and feedback protocols with fidelity throughout the past year. Teachers report receiving more frequent observations than in previous years, along with evidence-based feedback. Frequency of feedback nearly doubled, with teachers on average receiving written feedback after an observation 70 percent of the time, compared to only 37 percent of the time last year.[ix] Over two-thirds of teachers also report the feedback they received was always based on evidence or examples from observations (69%).[x]

While important that the requirements of the new evaluation system were met, it is most encouraging that these evaluation activities have led to increased teacher and administrator accountability. The majority of teachers report taking a more active role in their evaluation (57%).[xi] This more active role has resulted in teachers feeling more accountable for student achievement than in the past (51%).[xii] These evaluation activities also heightened administrators' sense of accountability for the quality of instruction taking place in schools. More than 80% of administrators felt an increased sense of accountability for teacher and student performance under the new evaluation system, suggesting that increased time spent in the classroom helps focus administrators on their most important task: improving student learning schoolwide.

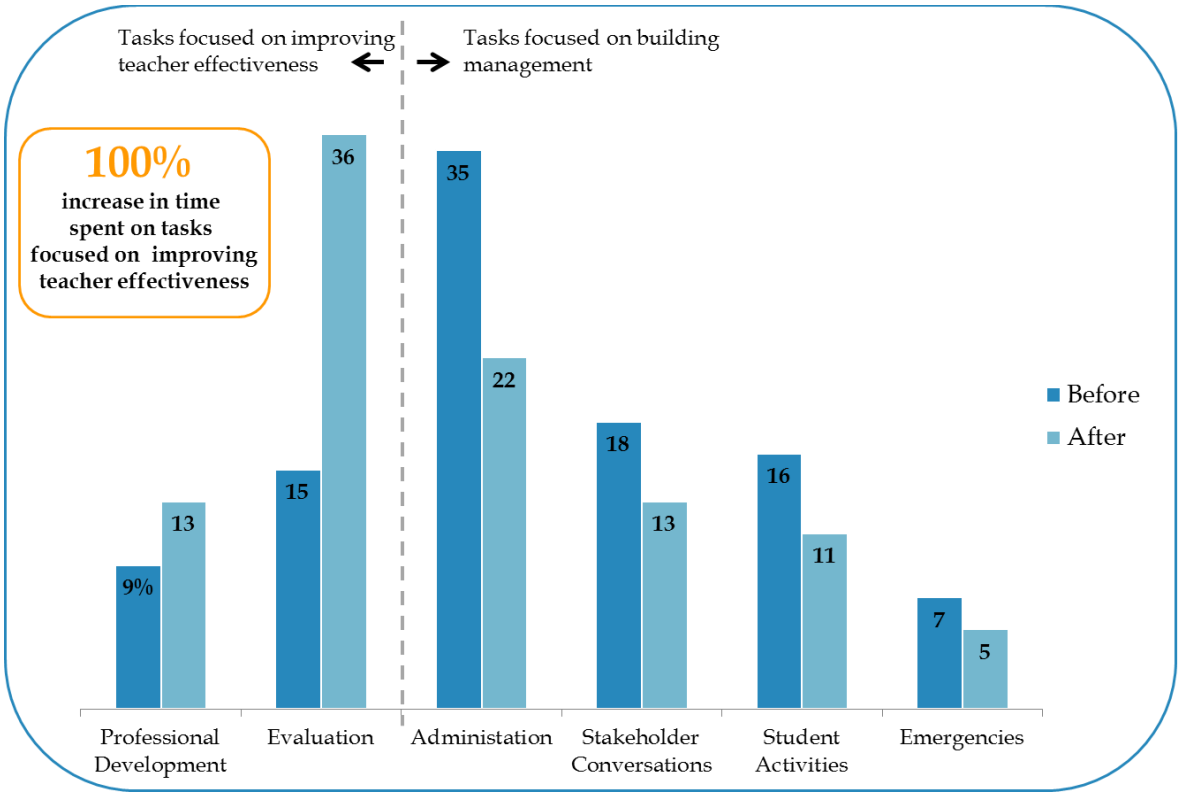
About half of all teachers in the pilot corporations are utilizing the new rubrics for planning lessons on a day-to-day basis, reflecting on their instruction, and improving their practice.

Likewise, it is encouraging that the new evaluation system is also leading to an increase in teacher and administrator practices that promote better results for students. Teachers and administrators report using new, student-centered rubrics in a wide variety of ways to drive better, more consistent outcomes. About half of all teachers in the pilot corporations are utilizing the new rubrics for planning lessons on a day-to-day basis, reflecting on their instruction, and improving their practice.[xiii] Evaluators report they use the rubric to guide classroom observations (85%)[xiv] and to provide teachers feedback on strengths (96%) and specific areas for improvement aligned with the rubric (93%).[xv]

Clearer, shared expectations for effective teaching are an important starting point for improving student outcomes, but teachers also need focused support in this challenging work. That means that administrators need to truly be instructional leaders. In the pilot, a majority of administrators report that the new systems have resulted in a significant shift in their responsibilities toward instructional leadership (58%), and eight in ten believe time spent on these activities is well-spent (85%).[xvi] More time is spent on observing teachers and providing feedback (89%)[xvii], and less on discipline, compliance tasks, and building management.[xviii] This is supported by a group of RISE pilot evaluators who report a significant shift toward

evaluation related activities (observation, mapping evidence to the rubric, conferencing, assessments) in how they spend their time.[xix]

Chart 1: Administrators report spending 100% more time focused on teacher effectiveness.



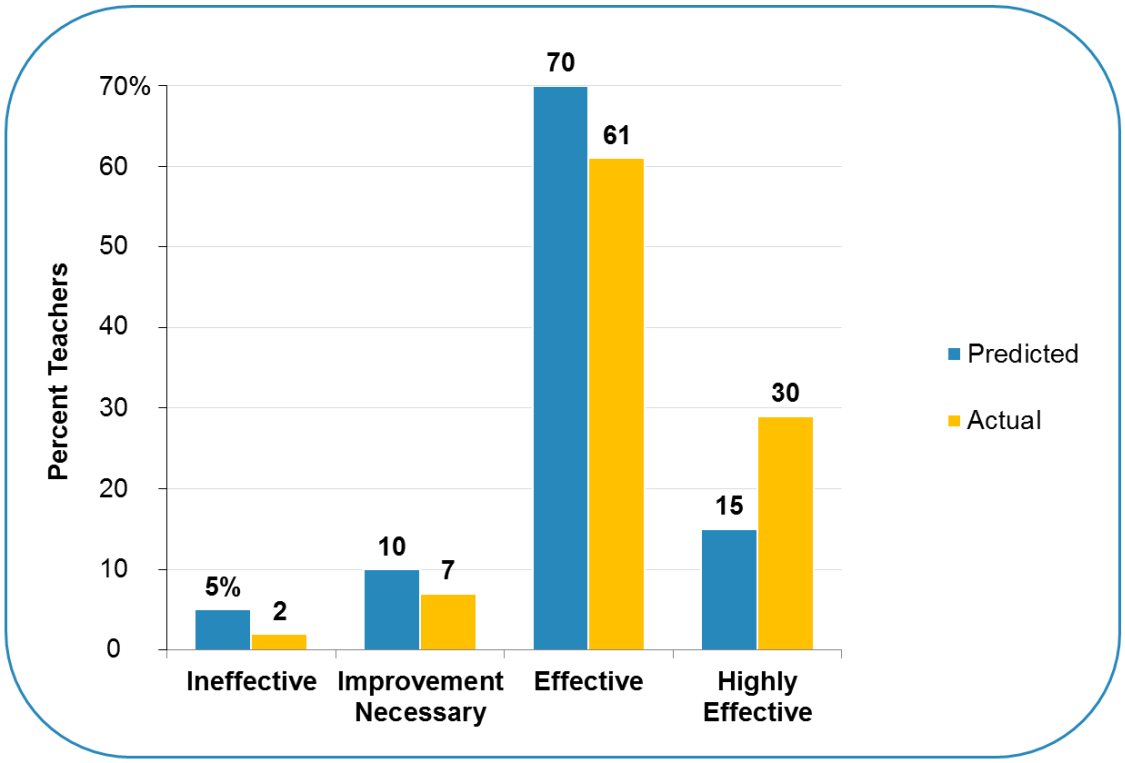
This group of evaluators report 21 percentage points more of their total time was spent on Evaluation and an additional 4 percentage points of their total time on professional development (as seen in Chart 1). Evaluators compensated for this increase mostly by decreasing the amount of time spent on administrative activities such as emails, paperwork, oversight, and operations.[xx] Evaluators, therefore, should anticipate spending a majority of their time in classrooms, observing instruction and ensuring that students are learning at a high level.

2. Evaluators must develop observation and feedback skills to achieve the goals of the new system.

Getting good results for students requires evaluators to be instructional leaders who provide evidence-based, actionable, and valuable information to teachers. To implement the new evaluation system successfully, evaluators must learn to differentiate teacher strengths and weaknesses and accurately evaluate teachers so they can continually develop them as professionals and improve student outcomes.

We know from talking to teachers and administrators that teachers in the pilot districts work hard and care about their students' results. Nevertheless, data show that there must be room for improvement and not all teachers are equally effective. Although at the time of writing we do not yet have individual growth model data, we know that only some teachers are able to achieve extraordinary gains with their students.[xxi] Disappointingly, the Teacher Effectiveness Rubric (TER) results from the pilots did not reflect this reality. Overall, 91% of teachers in the RISE pilots were given a rubric rating of Highly Effective or Effective. RISE evaluators rated teachers higher on end-of-year rubric ratings than they had anticipated. On an end-of-year survey, RISE evaluators indicated a teacher rating distribution of performance levels shown in Chart 2. Evaluators, however, assigned higher ratings in practice than expected in the survey; double the percentage expected in the Highly Effective category (15% compared to 30%) and 6 percentage points more than expected in the Highly Effective and Effective categories combined.[xxii]

Chart 2 Evaluators assigned much higher ratings in practice than they had predicted.

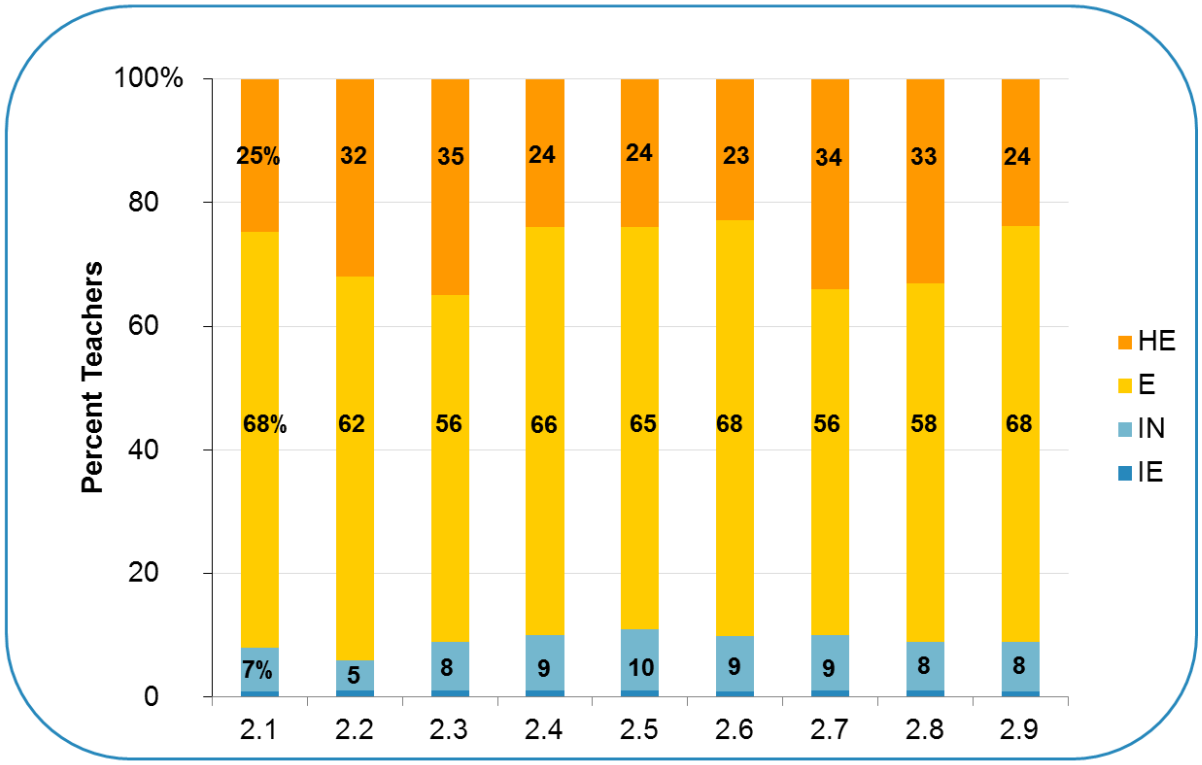


Final TER ratings also did not align with data from the SLO process. Analysis of pilot SLOs revealed that mid-fall teachers themselves classified 37% of students as underprepared to meet year-end goals.[xxiii] This suggests that it is unlikely that 91% of pilot teachers truly are Effective or Highly Effective and that TER ratings are inflated. However, the full picture of final teacher rubric ratings cannot be determined until after all evaluation measures are completed.

The final RISE teacher rubric ratings were also discouraging because of the lack of differentiation among competency ratings. The final competency ratings shown in Chart 3 demonstrate that evaluators struggled to differentiate between teacher strengths and weaknesses. RISE evaluators rated almost all teachers as Effective or Highly Effective across all nine Domain 2 instructional competencies.[xxiv] In fact, a majority of all teachers (67%) were rated "effective" or higher on every competency on the RISE teacher rubric. In addition, evaluators rarely used the bottom two rating categories. No more than eleven percent (11%) of teachers were rated "improvement necessary" or "ineffective" on any skill.

In theory, it is harder for teachers to master some instructional competencies than others. For example, developing students' higher-order thinking skills is generally considered a tough-to-master advanced teaching skill. Yet "Competency 2-6: Develop Higher Level of Understanding Through Rigorous Instruction and Work" had nearly one-fourth of teachers rated Highly Effective (23%) and over two-thirds rated Effective (68%).[xxv]

Chart 3: A majority of teachers were rated Effective or Highly Effective on each instructional competency.



Indiana's evaluation legislation, the RISE evaluation system, and most specifically the TER, were designed to help educators develop by helping administrators and teachers identify, and receive more feedback on, strengths and weaknesses. The TER was also designed to help

educators reverse the *Widget Effect*. A rubric with multiple performance levels allows evaluators to give, and teachers to receive, more specific and targeted evidence on instructional practice so that teachers can become better. Yet this only works if evaluators are able to identify and differentiate teacher strengths and weaknesses accurately.

Teachers who view their evaluator as an instructional leader are significantly more likely to be satisfied with the new evaluation system.

Despite the significant shift in how evaluators are spending their time, the fact that evaluators struggle to identify teacher weaknesses compromises their own ability to become the instructional leaders of their schools. Overall, teachers report that they do not view their evaluators as instructional leaders and indicate that evaluators might need more time and training to develop into strong instructional leaders. Just over one-third of teachers agree that they view their evaluator as an instructional leader (37%). [xxvi] This has large implications for the success of a culture shift at the school-level, as teachers who do view their evaluator as an instructional leader are significantly more likely to be satisfied with the new evaluation system.[xxvii]

Moving forward, evaluators will need to provide better, more actionable feedback. While nearly seven in ten teachers agreed that feedback was based on examples from classroom observations (69%), few teachers report that feedback was actionable or tied to development opportunities. Only four in ten teachers agreed feedback provided specific suggestions for what to change in their daily instruction (41%), and just over one third were pointed toward professional development opportunities based on areas of improvement (34%) or discussed a development plan for next year (37%).[xxviii] As one pilot teacher commented, "Don't even bother giving me feedback unless you can provide concrete strategies to help me improve." Teachers who received individualized professional development, or immediately actionable feedback, were significantly more likely to be satisfied with the new evaluation system.[xxix]

Evaluators report that it is very hard to give teachers lower ratings than they have been given in the past.[xxx] They also noted that more training is needed or preferred on how to help teachers who performed poorly improve (73%), and on helping good teachers become great teachers (71%). [xxxi]

Given evaluators' response that providing feedback on low ratings is difficult, this might explain part of the reluctance of evaluators to give low ratings and the inflation observed in the pilot. In addition, evaluators might have given higher-than-deserved ratings when they did not know what next steps or development to offer teachers to improve their practice. Collectively, this data indicates that teachers are not yet getting the differentiated feedback on their practice that is needed to improve instructional practice, school culture, and student achievement. Changes in how evaluators conduct observations and map observation evidence to the rubric,

increased central office support for evaluators, and more training is needed to develop administrators' ability to provide teachers with more accurate, actionable feedback.

3. Collaboration and conversation promote satisfaction and student achievement.

Survey and focus group findings show that the rubric and other elements of the new evaluation system can be used to promote student achievement, but those who collaborate and discuss these elements frequently are significantly more likely to make the connections to excellent teaching and student achievement, and to be satisfied with the system. When teachers, evaluators, and corporation leaders know the system and work together, they are more likely to be satisfied and students are more likely to achieve rigorous academic goals.

One thing is clear across all six pilots: the new rubric helps promote a common language for instructional excellence. Collaborating around the new rubric at least 2-3 times per month increases teacher satisfaction with the new evaluation system and promotes a culture of student learning where expectations are clear and where teachers understand specifically how they can improve their instruction. Collaboration and conversation, particularly around how to use the instructional rubric to improve instruction, significantly increased agreement that the new evaluation system improves instruction and is good for student learning (21 percentage points more agreement for each).[xxxii] Additionally, teachers who were provided opportunities to collaborate on planning instruction or designing lessons aligned to the new rubric were significantly more satisfied with the new evaluation system overall (18 percentage points more satisfied and 17 percentage points more satisfied, respectively) and more likely to think that their ratings were fair and accurate (12 percentage points more and 11 percentage points more, respectively).[xxxiii] Additionally, multiple monthly opportunities to discuss how the instructional rubric can improve instruction significantly increased the likelihood that teachers discussed a development plan with their evaluator (24 percentage points more likely).[xxxiv]

When teachers, evaluators, and corporation leaders know the system and work together, they are more likely to be satisfied, and students are more likely to achieve rigorous academic goals.

Collaboration around measures of student learning also increased teacher satisfaction with the new evaluation system, and made better use of data in instruction. In RISE pilots, considerable time was spent on implementing SLOs. Teachers who had sufficient time to work together on aspects of the SLO process were significantly more likely to agree that the evaluation system encouraged data-driven instruction in their school (25 percentage points more likely).[xxxv]

Conversation around SLOs not only significantly increased satisfaction with the evaluation system and agreement that the system is good for student learning (13 and 18 percentage points more likely respectively), but also significantly increased the likelihood that teachers agreed time spent implementing the evaluation system was well spent (20 percentage points more likely).[xxxvi]

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One area where pilot corporations all cited a need for improvement was principal-to-principal collaboration. Corporations and teachers both report a need for increased evaluator collaboration to build greater consistency within and across schools - consistency in knowledge about the system, consistency in number and length of observations, consistency in quality and timeliness of feedback, and consistency in using evidence to provide ratings. This was a challenge for both small and large pilot corporations, as teachers report inconsistencies across RISE evaluators even within the same building. A lack of consistency across evaluators could present a large barrier to a successful shift in culture and the belief among teachers that the new evaluation system is fair and accurate. Central office staff reflected that, moving forward, increased principal-to-principal collaboration and collaborative training is needed to improve evaluator consistency.

4. Measuring student growth and achievement needs to be prioritized by teachers and evaluators.

Any good evaluation system should aim to directly measure a teacher's contribution to what matters most – student learning. As a result, new evaluation systems, and a successful shift in school culture, necessitate that corporations develop a new focus on student learning. The largest challenge to measuring student learning is presented by non-tested subjects and grades (NTSGs)—subjects and grades that are not measured by ISTEP growth model data. The RISE evaluation system uses SLOs as one measure of student learning in these subjects and grades, as well as in tested grades and subjects. The SLO process is built on the actions that great teachers take already: using data to consider student starting points, setting rigorous academic goals, and measuring and tracking progress toward those goals in order to adjust instructional practice.

Ultimately, implementing SLOs was challenging but largely successful during the pilot year. Teachers also note that working on SLOs was the most time-consuming part of the new evaluation system, requiring four to six and a half hours.[xxxvii] Both RISE teachers and evaluators report that creating or updating assessments for rigor and alignment to standards required the most time. Over one third of teachers using teacher-created assessments spent five hours or more just on preparing these assessments.[xxxviii] Evaluators noted that approving teacher or

school developed assessments for SLOs took a median of 30 minutes per subject or grade, a considerable time commitment for all evaluators.[xxxix]

Teachers overall thought every step of the process was challenging, but most commonly, teachers thought obtaining prior year student data in order to consider student starting points was very challenging (most commonly rated 7 on a 1 (not challenging) to 7 (very challenging) scale).[xl] Evaluators thought that overall, providing feedback on rigor of SLOs was most challenging (most commonly rated 5 on a 1 (not challenging) to 7 (very challenging) scale).[xli]

Teachers overall thought every step of the process is challenging, but most commonly, teachers thought obtaining prior year student data in order to consider student starting points was very challenging.

Even though time-consuming and challenging, RISE pilot corporations did implement the SLO process as it was designed. As directed in the SLO Handbook and trainings throughout the year, almost all teachers used the most common assessment for their primary SLO when available (98% of teachers sampled), meaning that student learning was measured using the most appropriate assessment available. No analysis was done on the rigor of teacher-created or school-created assessments. However, most teachers and evaluators set content mastery at the state-determined level or at least 75 percent (94% of teachers sampled). Although given the flexibility to use an alternative measure of student learning for their secondary SLO if more applicable to the needs of low prepared students, most teachers used the same assessment (70% of teachers sampled). Almost two-thirds of teachers who provided information on how they leveled students used more than two data points to determine student starting points (62%). Also, nine out of ten teachers correctly targeted their low group of students when setting their secondary SLO (92%).[xlii] This is encouraging because it shows that the SLO process is ensuring that the needs of under-prepared students in a classroom are addressed.

Overall, a majority of teachers (59%) and evaluators (65%) believe that SLOs should accompany other measures of student learning in an evaluation system in order to accurately reflect teachers' progress with their students.[xliii] RISE teachers who had sufficient time to work together on aspects of the SLO process were significantly more likely to think SLOs are a good measure of their students' learning (22 percentage points more likely), and as noted earlier, agree that the SLO process encourages data-driven instruction in their schools (25 percentage points more likely).[xliv]

End-of-Year Recommendations

Based on the findings above, consider these recommendations when implementing a new evaluation system.

1. Prepare for a culture shift by aligning the priorities of central office staff, administrators, and teachers.

Creating a culture shift across an entire corporation requires a shared vision of teaching excellence and an alignment of roles between central office staff, administrators, and teachers. A focus on student learning must drive all actions, especially in implementing the new evaluation system. To achieve success, corporations must own and support this shift locally.

Ensure superintendent and central office buy-in. As a leader, the superintendent must be a supportive proponent of the new evaluation system. These specific steps were taken by superintendents across the pilots:

- *Visit each school and conduct observations in classrooms* – One superintendent of a smaller pilot district conducted observations in every classroom this year. Even in larger pilot corporations, superintendents regularly visited classrooms.

- *Align the evaluation of principals, principals' supervisors, and the superintendent with that of teachers* – Administrators, like teachers, need feedback and development. They also need to be held accountable for the quality of their instructional leadership and student achievement. Create consistency across the corporation by aligning systems for evaluating the superintendent, principals' supervisors, and principals with the teacher evaluation system. Consider the RISE Principal Evaluation tool or another tool that includes observable indicators of success as well as measures of student performance.

- *Participate in or lead evaluation design and implementation committees* – Superintendents in small and large corporations will need to delegate some evaluation implementation responsibilities. However, it is important that superintendents and principals' supervisors are engaged in key design work, including listening to stakeholders and promoting a high-level view of how the new evaluation system aligns with other corporation priorities.

- *Meet regularly with administrators and teachers to discuss academic goals and progress* – Superintendents and central office staff in all pilots met regularly with administrators to check-in on the progress and quality of observations and learning goals. One superintendent made it a priority to meet with as many teachers as possible early in the year to discuss academic goals.

Align evaluation work with the mission, goals, and success metrics of the district. In order for the evaluation system to support a culture shift, principals and teachers must see evaluation work as an integrated part of the actions they already take, or must take, to promote student learning. Corporations should embed evaluation work within the corporation's mission, goals, and success metrics – with the desired outcome of all corporation initiatives being increased student achievement. Evaluation-specific metrics might include quality of feedback, number of observations, final ratings distributions, and student performance on SLOs and ISTEP.

Communicate to all stakeholders. Build a shared vision among parents, board members, students, and the community. Stakeholders need to understand why a specific evaluation system has been chosen, how the new evaluation system will align with other corporation priorities to promote student learning, and how the new evaluation system will change the way administrators spend their time. Pilot corporations report that a successful communication strategy will vary depending on the corporation size and local context.

2. Create clear professional expectations and support new responsibilities.

New evaluation systems can promote a shared vision of teaching excellence and increase teacher and administrator ownership over student learning. As teachers expect more frequent observation and feedback, administrators will need to learn new skills and change how they spend their time. Corporations will need to support this shift to build consistency across schools.

Utilize the rubric to create a shared vision of excellence. Pilot corporation leaders and teachers mentioned repeatedly that the rubric should be used to create a shared vision of teaching excellence before all other evaluation priorities. This requires central office staff, administrators, and teachers to have a common understanding of rubric language. For this to succeed, the corporation will need to define locally exactly what each indicator looks like and sounds like in practice.

- *Create a shared understanding of each rubric indicator* – Pilot corporations cited this as one area where training cannot be emphasized enough throughout the school year. Without extensive video libraries and prior training, building and communicating this common vision can be difficult. Here are some of the strategies that were used in the pilot corporations:

    - Designating a central office employee or outside consultant to help evaluators and teachers create a consistent understanding of the rubric by designing and facilitating training activities and communicating any corporation-specific expectations for individual rubric indicators.

- Encouraging central office-evaluator and evaluator-evaluator co-observations and observation debriefs.
- Setting aside "sacred" time in administrator meetings to collaboratively observe and discuss instruction, as well as build evaluator consistency in mapping evidence to the rubric.
- Having teachers practice observing and rating their peers in the classroom.
- Utilizing online videos and observation tools, such as ObservAbility, to build evaluator skill.

- *When using RISE, set clear definitions for Core Professionalism at the corporation level* – All parts of the new rubric should be commonly defined across the corporation, especially those areas containing only two performance categories. Because each Core Professionalism competency is high-stakes, RISE evaluators were hesitant to penalize teachers without a clear definition for what constitutes "Meets" or "Does Not Meet".[xlv] The most commonly cited area for corporations to define more specifically at the local level was Attendance.

Provide all teachers with consistent observation and feedback. Teachers in the pilot report expectations for more frequent observations and increased feedback. Furthermore, implementation of the new evaluation system across pilots proved that the number of observations expected is possible. Careful planning is needed at the corporation level, however, to meet teacher expectations and to build consistency in the way teachers are being observed and feedback delivered.

- *Evaluators should utilize a mix of shorter observations (10-20 minutes) to supplement longer observations* - Teachers find shorter observations acceptable as long as they are numerous or accompanied by longer observations. Teachers from five of the six pilot corporations report a preference for either five 20-minute observations per year, or three 10-minute observations and two 40-minute observations per year.[xlvi] Evaluators also favor three 10-minute observations and two 40-minute observations per year.[xlvii] Shorter observations can increase evaluators' capacity while still delivering accurate ratings. The Measures of Effective Teaching (MET) Project found that a 15-minute observation can be just as meaningful as an entire class period.[xlviii]

- *Provide evaluators flexibility, but ensure all teachers receive adequate, consistent observations* – Extra observations can provide struggling teachers with more support. Evaluators should be given flexibility to vary the overall number of observations each teacher receives. All teachers, however, should receive consistent observations, regardless of performance level. Corporations also need to ensure that even those teachers who plan to retire receive observations and feedback. As professionals, all teachers deserve

regular feedback and evaluators should not be allowed to opt-out of observations for excellent or retiring teachers.

Assist administrators' shift from building manager to instructional leader. A select group of administrators report spending 100% more time on evaluation and teacher development than in previous years.[xlix] Although pilot evaluators report that this shift seemed to be the correct reallocation of time, this transition took time and will require support from the central office.

- *Administrators' supervisors need to spend more time in schools* – Administrators' supervisors should be in schools helping develop evaluator skills in observation and feedback to increase efficiency. They also need to help identify areas where evaluators can delegate or otherwise shift more time toward evaluation. By spending more time in schools, supervisors will be well informed to help build best practice and consistent procedures across all schools in the corporation. Central office staff in some pilot corporations maintained full-time offices in schools to support this shift.

- *Administrators' supervisors need to hold them accountable for accuracy of ratings and quality of feedback* – Part of being an instructional leader is being able to deliver accurate, honest feedback about teachers' strengths and weaknesses. Teachers cannot develop if administrators are giving inflated ratings and feedback, which create inconsistency between schools and undermine any positive culture shift. If administrators struggle with the skills necessary to accurately rate teachers and provide actionable or difficult feedback, supervisors should intervene with co-observations and co-conferences.

- *Set clear expectations for administrators* – Supervisors in one pilot corporation commented that administrators are expected to spend at least 75% of their time on classroom or academic activities.[1] Providing administrators with a clear expectation for time allocation can help build consistency within and across schools, as well as help administrators determine what activities to prioritize.

- *Corporations need to eliminate unnecessary administrator duties* – One pilot superintendent commented that it doesn't make sense to pay someone an administrator's salary to have them perform lunch or bus duty. Corporations should alleviate administrators of obligations that don't directly support instruction by delegating administrative duties and paperwork to other staff or hiring additional staff to specifically perform these duties. Corporations can also help administrators build support in their school community by communicating to all stakeholders, especially parents, why administrators are more likely to be in classrooms observing and not always readily available for unannounced meetings.

3. Develop evaluator skills in identifying teacher strengths and weaknesses.

Teachers consistently report that increased feedback on their instructional practice is one of the most important benefits of a new evaluation system. The pilot, however, found that evaluators struggled to differentiate between teacher strengths and weaknesses, as well as to provide teachers with specific steps to improve. To accurately and fairly differentiate teachers, as well as provide them the feedback they need to develop, corporations will need to develop evaluator skills.

Corporations should provide collaborative development opportunities in observation and rating to evaluators. Pilot corporations report that rating teacher practice in a group through videos or co-observations was one of the most valuable training exercises for helping evaluators arrive at accurate ratings. However, as the pilot TER ratings distributions demonstrated, these basic trainings are not sufficient to accurately set expectations for what constitutes excellence.[li] Much more extensive ongoing work and practice are required. Corporations can utilize an online training resource such as ObservAbility to help evaluators build consistency in taking classroom evidence and mapping evidence to a rubric but must institute ongoing opportunities for practice to continuously develop evaluator skills.

Evaluators should map classroom observation evidence to rubric indicators immediately. Evaluators who map classroom evidence to the rubric quickly and frequently are able to more accurately rate teachers because the observation is fresh in their mind. In addition, frequent mapping of evidence allows the evaluator to keep a constant pulse on each individual teacher and staff as a whole.

Corporations should collect teacher ratings on a frequent, ongoing basis. Corporations should require administrators to compile observation evidence and determine rubric ratings at least once before the end of the year, preferably at the midpoint of the school year. Compiling observation notes can help evaluators determine areas where more evidence needs to be collected, identify staff strengths and weaknesses for immediate development, and determine more accurate year-end ratings because there is less data to sift through. In addition, corporation leadership and evaluators should utilize mid-year ratings to analyze whether mid-year teacher ratings are aligned with current student progress. If they are not, corporations should intervene to provide evaluators more support in accurate observation and rating.

Teachers should receive observations from more than one evaluator whenever possible. The MET Project found that multiple observers can increase the reliability of classroom observation ratings.[lii] Multiple evaluators can provide more accurate ratings if evaluators are given time to discuss teacher observations and evidence with one another. Rather than assigning each teacher only one evaluator, divide up observations between evaluators so that the same teacher is observed by different people at different times. The logistics of this process, including

dividing observations and finding time for evaluators to discuss evidence collaboratively, proved difficult for many pilot schools. Corporations should determine a clear process for this work and explore technology solutions that allow evaluators to coordinate their schedules and to access observation evidence from other evaluators in the absence of a face-to-face meeting.

Corporations should build evaluator skills in knowing what actionable feedback looks like and sounds like. Corporations can adopt a specific feedback framework, such as Bambrick's Framework[liii], to provide its administrators with a clear, consistent model for providing feedback to teachers. Corporations should focus evaluator development on providing feedback to teachers through role play, co-observing and conferencing between the evaluator and his or her manager, videotaping evaluator-teacher conferences to promote evaluator reflection and analysis of practice, or teaching a specific feedback framework. All frameworks should explain that strong feedback is:

- Timely and frequent
- Based on specific observation evidence
- Rooted in rubric-specific language
- Focused on both strengths and weaknesses
- Honest and transparent
- Actionable, providing specific steps for improvement

Corporations should utilize tools and strategies that help evaluators provide actionable development steps to teachers. Several pilot corporations found online professional development tools linked to the new rubric to be useful. In the absence of evaluator capacity to point teachers toward specific action steps for improvement, online video libraries and exemplar resources can help teachers to link feedback to development. Tools such as Doug Lemov's *Teach Like A Champion*[liv] can help teachers determine practices that can immediately improve their instruction. When available, instructional coaches can provide teachers with additional help linked to their rubric strengths and weaknesses.

4. Provide opportunities for collaboration around the new evaluation system.

Increased collaboration can help build a strong, student-centered culture and promote the success of the new evaluation system. Collaboration also builds consistency of practice within and across schools. Therefore, numerous opportunities to collaborate should be provided by corporations and administrators.

Make specific time for collaboration. The time and support required for successful implementation of a new evaluation system can be extensive and hard to schedule. During a school year that was planned prior to arrival of the new system, pilot corporations struggled to find time for teachers and evaluators to collaborate on the system. Having had the past year to

prepare for a new system, corporations across the state should have planned carefully to avoid facing the same challenge. Even at this juncture there are a number of things that can be done:

- *Build in extra time for collaboration at the beginning or end of the day* - One pilot corporation built in collaborative development time for teachers, administrators, and instructional coaches at the start of every school day. This time could be allocated for collaboration on evaluation activities or toward targeted weaknesses identified in observations.

- *Integrate evaluation collaboration into already established processes* – Shift topics or reprioritize evaluation in already scheduled meetings. Pilot corporations did this by determining how certain evaluation responsibilities could be aligned with the goals and activities of other corporation priorities. Almost all teachers have weekly or daily planning time in their schedules. Schedule planning time so that teachers in similar grades and subjects can collaborate on assessments or planning. One pilot corporation also continued to utilize the Professional Learning Community (PLC) process it had previously instituted to provide teachers the time they needed to plan common assessments.

Promote collaboration through teacher development. Administrators should provide teachers with collaborative development opportunities based on their identified strengths and weaknesses. Collaborative development helps build a shared sense of teacher excellence and student achievement.

- *Use observation data to identify common trends in strengths and weaknesses* – Pilot corporations successfully used observation analysis software to identify and develop needs for individual teachers, groups of teachers, and across entire schools. If software is not available, it becomes more important for evaluators to compile observation evidence and ratings on a regular basis as previously mentioned. As a result, immediate, collaborative intervention can be provided to individual teachers or entire staffs. But remember—if observations consistently rate most teachers as effective or highly effective, the system can't provide the necessary data to properly align development opportunities.

- *Pair teachers to increase the quality and efficiency of development* – Having teachers with similar weaknesses work on development activities together can increase the strength and efficiency of development. Consider utilizing instructional coaches or group activities to target similar weaknesses. In addition, strong teachers can also be utilized to help build the skills of teachers in particular areas of weakness during common planning or school-wide meetings, giving them more of a leadership role and also building a shared sense of ownership among teachers.

- *Provide teachers time to plan lessons and instruction together* – As mentioned earlier, teachers who plan together are more likely to be satisfied with the new evaluation system and more likely to think the evaluation system is fair and accurate. Corporations should structure common planning times for teachers in similar grades and subjects.

Use collaboration to increase expectations for student learning and data-driven decision-making. Teachers who collaborated on SLOs were more likely to report that time spent on the new evaluation system was well spent. In addition, collaboration on creating common assessments and setting student achievement targets creates a shared sense of accountability and increased reflection on data from which to make decisions.

- *Increase efficiency of the assessment creation and approval process* - Provide time for teachers to work together to create common assessments and complete approval forms. If several teachers are teaching the same subject, they should be using the same assessment and setting the same content mastery goal for students. This will facilitate collaboration that will help build consistency of rigorous academic expectations across classrooms.

- *Promote the consistent use of data to determine student preparedness* - Additionally, teachers of the same grade or subject may find it valuable to work together to identify data points that they plan to use to group students into levels of preparedness. While different teachers will have students at different levels of preparedness, they may all look at the same data points to group students. Building a centralized database of past student performance on standardized and teacher-created assessments will help to facilitate this activity as well as increase efficiency of the SLO process.

- *Cultivate shared data-driven planning and instruction* – Corporations will need to support evaluator and teacher skills in using data to make data-driven decisions. To do this, pilot corporations either designated a central office staff member or outside consultants to provide training. Opportunities to collaboratively analyze assessment data, and to use that data to drive instructional planning and execution, creates a shared vision and ownership of student progress. Pilot corporations found it successful to have groups of teachers and administrators within and across schools collaborate together.

5. Encourage rigorous measures of student learning.

The student learning objective process can be both challenging and time consuming, but teachers and evaluators agree that when done properly it can be a valuable way to steer instruction and measure student learning. The recommendations in this section focus on tips for making the SLO process more efficient, as well as tips for writing rigorous SLOs.

Train teachers on the student learning objective process. Adequately train teachers on this process in the beginning of the school year (given the timing of the SLO process, this training should occur in the first week or so of school). At ESC RISE trainings, evaluators received "Meetings in a Box" to help train teachers on this process (contact your local ESC for more information)[lv]. Ensuring that teachers understand the process upfront will head-off much confusion, promote positive culture change, and save time throughout the process.

Identify/Create assessments prior to the beginning of the school year, or immediately thereafter. Corporations were advised to evaluate their library of assessments this past spring through RISE training, DOE guidance, and the mid-year pilot report. The beginning of the school year can be a stressful time and spending this time creating end-of-course assessments (where none exist) is often not a priority. Assessments must be approved and in place in September before the rest of the SLO process can proceed. Use the assessment guidance on the DOE website to help guide this process. Corporations should also consider utilizing the soon-to-be released Indiana Course-Aligned Assessments to increase the coverage of assessments in non-tested grades and subjects. Assessment blueprints for these assessments are available already. Spending the time to identify and create good assessments this year will also save time in years to come. Assessments only have to be created once – if a good assessment of student learning is created, teachers can continue to use it for SLOs year after year.

Identify technology solutions for storing student learning data in your corporation. The second step of the SLO process involves collecting prior year data on students in order to identify their level of preparedness for the course. Teachers in the pilot corporations found this part of the process to be particularly challenging when they did not have direct access to prior year student performance data. Student testing data, grades, GPAs, attendance data, etc. should be stored in a place that is secure, but easily accessible by teachers looking to find background information on their students. This can save time and frustration and lead to the use of more data points in determining student levels of preparedness.

Thoroughly complete Steps 1 and 2 of the process before writing student learning objectives. The actual writing of the SLO is a very quick part of the process if the first two steps (assessment approval and determining student starting points) have been completed thoroughly following the RISE guidance. Step 3 (writing the objectives) should take no longer than a few minutes for teachers who have an already approved assessment with an approved content mastery score, as well as a completed grouping of students by levels of preparedness. Teachers who had not correctly completed Steps 1 and 2 of the process struggled with Step 3 and spent an unnecessary amount of time here.

Use conferencing time between teachers and evaluators wisely. There are many approval points within the SLO process. The assessment must be approved, the levels of student preparedness must be approved, and the SLOs must be approved. Evaluators and teachers do

not have to meet every step along the way. Take advantage of evaluation technology, email, or even snail mail to assist in the process. Face-to-face conversations might only be necessary when there seems to be a real disconnect between the evaluator and teacher's expectations. Some evaluators found it helpful to meet with teachers during department meetings for some approval conversations – especially where common assessments or data points were used for Step 1 and Step 2.

Of course, this is not to say that evaluators and teachers should never meet regarding the SLO process. If teachers are struggling to meet expectations, this certainly may require an in-person conversation. Similarly, it is expected that, throughout the year, progress on SLOs will be a topic of conversation during post-observation conferences as well as staff-wide during whole-school meetings or professional development.

Conclusion

No matter which system is adopted or what training takes place, successfully implementing a new teacher evaluation system will require a profound shift in school culture. For most educators, the new process represents a significant change in the way they spend their time and energy. In most schools, it will also require a deliberate shift in the relationship between teachers and administrators who will need to collaborate throughout the school year to identify strengths and weaknesses in the classroom.

Implementing a new evaluation system is a corporation-wide effort that requires central office staff, administrators and teachers to align their priorities and commit to ongoing reflection and improvement.

The change won't happen right away, but a year of pilot experiences suggests that with practice and commitment, Indiana educators can dramatically shift their school cultures and raise student achievement by prioritizing classroom visits and honest conversations about instruction and student learning. Implementing a new evaluation system is a corporation-wide effort that requires central office staff, administrators and teachers to align their priorities and commit to constant reflection and improvement. All staff will need to learn new skills and re-evaluate how they use their time and energy, but the end result is meaningfully improved instruction that will help Indiana schools fulfill their most important mission: preparing students for successful futures.

Appendix A-1

Pilot Corporation Profiles

Corp ID	Corp Name	Total Enrollment (11-12)	American Indian	Black	Asian	Hispanic	White	Multiracial	FRL	Pass ELA & Math ISTEP+ (10-11)	Pass ELA & Math ECA (10-11)	Grad Rate (2011)
0235	Fort Wayne Community Schools	30821	0.6%	24.7%	4.2%	13.8%	49.1%	7.6%	69.2%	63.0%	49.7%	88.1
2920	Bloomfield School District	1035	0.3%	0.7%	0.6%	2.4%	93.7%	2.3%	37.5%	69.4%	70.9%	97.2
1730	Greensburg Community Schools	2294	0.3%	0.0%	0.8%	1.7%	95.2%	2.0%	50.7%	79.4%	65.9%	96.4
5360	MSD Warren Township	11899	0.2%	46.2%	1.0%	10.0%	35.6%	7.0%	66.5%	62.4%	54.7%	87.6
5380	Beech Grove City Schools	2734	1.0%	7.3%	0.7%	5.5%	79.6%	6.0%	63.6%	72.5%	67.5%	84.0
5480	Bremen Public Schools	1461	0.0%	0.3%	0.6%	21.4%	76.1%	1.5%	39.1%	79.2%	75.2%	87.8

Notes:

- The passing percentages provided for ECA are for first-time test takers.
- Enrollment data are from SY 11-12, while ISTEP+, ECA and grad rates are from 2010-11; these are the most recent data available for each data element.

Appendix A-2: Descriptions of Pilot Evaluation Systems

RISE (Bloomfield, Fort Wayne, Greensburg)

RISE consists of two main components, Professional Practice and Student Learning Measures, which are combined to determine a teacher's summative rating.

The Professional Practice component is measured by the Indiana Teacher Effectiveness Rubric, which consists of four domains: Planning, Instruction, Leadership, and Core Professionalism. Evidence of a teacher's Professional Practice is collected during a minimum of two formal forty-minute observations and three short twenty-minute observations, although some pilot corporations choose to do more. All observations must be followed by written feedback, and long observations are also followed by required post conferences. Observations are performed by primary and secondary evaluators. All pilot corporations are utilizing building administrators only as primary and secondary evaluators this year.

Student Learning Measures are comprised of three pieces of data: Individual Teacher Growth Model based on ISTEP scores (Grades 4-8 ELA and Math), School Wide Learning based on the A-F Accountability Policy, and Student Learning Objectives, teacher-written goals around rigorous assessments.

A teacher receives a 1-4 rating for Professional Practice and each of the three Student Learning Measures. Those ratings are rolled into an overall summative rating. Depending on a teacher's

mix of classes, Professional Practice comprises 50-75% of a teacher's summative rating, and Student Learning Measures comprise the remaining 25-50%.

For more information about RISE, please visit www.riseindiana.org

TAP System (Beech Grove)

The evaluation component of the TAP System considers both classroom lesson evaluations and student achievement growth measures. The classroom lesson evaluations are measured using the TAP rubric which includes four domains: Designing and Planning Instruction, Instruction, The Learning Environment, and Responsibilities. Those four domains are further defined by 19 areas of effective instructional practice and an annual survey leading to an annual overall "Skills, Knowledge, and Responsibilities" (SKR) score. The TAP System requires 4-6 formal evaluations each year, two announced and two unannounced. Announced formal evaluations include a pre-conference and all four formal evaluations have post-conference and self-evaluation components. Observations are performed by master teachers, mentor teachers, and one or more administrators throughout the year.

Student achievement growth measures include both individual teacher/classroom-level data (when available) and school-level data. When determining both differentiated levels of teacher effectiveness and also performance-based compensation amounts, 50% of a teacher's rating is based on their annual SKR score and 50% is based on student achievement growth measures.

More information on the TAP evaluation system can be found at: www.tapsystem.org

Bremen Evaluation System (Bremen)

Bremen's evaluation system consists of two main components, an assessment of a teacher's Professional Skills and Measures of Student Learning, which combine to determine a teacher's summative rating.

Professional Skills are measured by the Bremen/McREL teacher evaluation rubric which consists of five standards: Leadership, Respect, Knowledge of Content Taught, Instruction, and Reflection on Practice. Evidence of a teacher's Professional Skills is collected during a minimum of three or four forty-minute observations. A pre-conference is required prior to the first formal observation, but not required for future formal observations. A post-conference is required following each formal observation. Observations are performed by building administrators.

Measures of Student learning are comprised of four pieces of data: school-wide growth based on ISTEP and ECA assessments, school-wide achievement based on ISTEP and ECA

assessments, individual growth based on locally created assessments, and individual achievement based on locally created assessments.

A teacher receives an overall rating for Professional Skills and an overall rating for Measures of Student Learning. Those ratings are rolled up into an overall summative rating. Professional Skills comprise 75% of the summative rating, and Measures of Student Learning comprise 25% of the summative rating.

MSD Warren Evaluation System (MSD Warren)

MSD Warren is in the process of finalizing the design of its teacher evaluation system. It contains two main components, a measure of a teacher's Professional Practice and Measures of Student Learning, which combine to determine a teacher's summative rating.

The Professional Practice component is measured by a teacher effectiveness rubric still in development. Currently, the rubric consists of four domains: Instructional Planning, Effective Instruction, Classroom Environment, and Professional Commitment. Evidence of a teacher's Professional Practice is collected during a minimum of four long, class-length observations and eighteen short five to seven minute observations. One long observation is announced, with a pre and post conference. Three long observations are unannounced and followed by written feedback. Short observations are followed by written feedback. Observations are performed by building administrators.

Measures of Student Learning are comprised of two pieces of data: Individual Growth Data and School-wide Growth Data. The means by which these two pieces will be measured is still in development.

A teacher receives a rating for each of the three individual rubric domains and the two Measures of Student Learning. Those ratings are rolled into an overall summative rating. Professional Practice comprises 70% of a teacher's summative rating, and Measures of Student Learning comprise the remaining 30%.

Comparison of Systems

	RISE (Bloomfield, Fort Wayne, Greensburg)	TAP (Beech Grove)	Bremen	MSD Warren
Minimum Observations	2 40-minute observations 3 10-minute observations *In addition to the RISE minimum requirements, Fort Wayne Community Schools requires daily 1-3 minute snapshots	4 formal observations (2 announced, 2 unannounced)	3-4 40-minute observations	4 class-length observations (1 announced, 3 unannounced) 1 5-7minute observation once every three weeks

Observation Rubric used	Indiana Teacher Effectiveness Rubric • *Planning* (10% of rubric score) • *Instruction* (75% of rubric score) • *Leadership* (15% of score) • *Core Professionalism* (factored after other three domains are rolled up) *Overall rubric score calculated before being weighted into summative	TAP Rubric Designing and Planning Instruction (15% of rubric score) Learning Environment (5% of rubric score) Instruction (75% of rubric score Responsibilities (5% of rubric score) *These weightings are different for TAP Master and Mentor teachers to reflect their specific job responsibilities.	Bremen/McREL Rubric • *Leadership* (17.5% of rubric score) • *Respect* (17.5% of rubric score) • *Knowledge of Content Taught* (17.5% of rubric score) • *Instruction* (30% of rubric score) • *Reflection on Practice* (17.5% of rubric score) *Overall rubric score calculated before being weighted into summative	District revised Teacher Effectiveness Rubric • *Instructional Planning* (10% of summative score) • *Effective Instruction* (50% of summative score) • *Classroom Environment* (10% of summative score) • Professional Commitment (factored after other three domains) **Overall rubric score not calculated before being weighted into summative
Student Data used	Individual Growth Model Data (Grades 4-8 ELA and Math) (20-35% of summative score) School Wide Growth Measure - based on A-F accountability policy (5% of summative score) Individual Student Learning Objectives (10-20% of summative score) *Overall student learning not score calculated before being weighted into summative.	Individual Growth Model Data (Grades 4-8 ELA and Math) (30% of summative evaluation where available) School Wide Growth Measure (20-50% of summative evaluation)	School-wide growth (15% of data score) School-wide achievement (15% of data score) Individual teacher student growth (30% of date score) Individual teacher student achievement (30% of data score) **Overall student learning score calculated before being weighted into summative.	School-wide growth (10% of summative score) Individual teacher student growth (20% of summative score) *Overall student learning score not calculated before being weighted into summative.
% of Summative Evaluation based on Rubric Score	50-75% depending on a teacher's classes	50%	75%	70%
% of Summative Evaluation based on Student Data	25-50% depending on a teacher's classes	50%	25%	30%

Endnotes

[i] TNTP, a national nonprofit organization founded by teachers, works with schools, districts and states to advance policies and practices that ensure effective teaching in every classroom. TNTP partnered with the IDOE to provide direct support to the three pilot corporations implementing RISE this year. The findings in this report are based on TNTP's analysis of data collected from all six pilot corporations. Recommendations are based not only on Indiana pilot findings, but on TNTP's experience doing similar work with other states and districts nationwide.

[ii] Although changes, based on pilot findings, will be made to RISE 1.0 resulting in the release of RISE 2.0 in early August 2012, no changes to the system will be made that will require evaluators to receive additional training or retraining.

[iii] Corporations will need to have plans in place for dealing with challenges that might arise in providing all certified staff with full evaluations, especially in situations where full data might not be available for a summative rating determination as designed by the new evaluation system (i.e. missing SLO or GM scores). Guidance will be provided by the IDOE.

[iv] A recent TNTP report, *Greenhouse Schools: How Schools Can Build Cultures Where Teachers and Students Thrive (2012)*, found that teachers value schools with a strong instructional culture, where faculty share a clear vision of excellent instruction, where schools place an emphasis on student learning, and where school leaders focus on helping all teachers reach their full potential in the classroom, largely through increased observation and feedback. Schools with stronger instructional cultures retain more of their top teachers and show greater student proficiency rates in reading and math.

[v] Corporations should utilize the recommendations in this report, as well as additional resources, to help evaluators plan for providing all teachers with the new system's required number of observations. Although pilot teachers, on average, reported having received the required number of observations, corporations should plan for how to deal with situations where teachers receive so few observations that a lack of evidence makes it difficult to provide an accurate rubric rating.

[vi] Teachers were asked "How many times total did your evaluator(s) observe you this year?" and all respondents except for one corporation responded with a mode of 4 observations, while the other corporation, which had an expectation of more frequent short observations, responded with a mode of 35 observations (n=1558). Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[vii] Teachers were asked "To the best of your recollection, how many of those observations were for less than 10 minutes, were for 10-20 minutes, were for 20-30 minutes, were for 30-40 minutes, or were for 40 minutes or more?" and all respondents except for one corporation responded with a mode of 2 10-20 minute observations and 2 40 minutes or more observations, while the other corporation, which had an expectation of more frequent short observations, responded with a mode of 15 less than 10 minute observations, 2 10-20 minute observations, and 2 20-30 minute observations (n=1558). Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[viii] Teachers were asked, "To the best of your recollection, how many of those observations included a pre-conference with your evaluator before the observation, included a post-conference with your evaluator within one week of the observation, were followed by written feedback from your evaluator based on what he/she saw in your classroom, were announced, and were unannounced?" and all respondents responded with a mode of 2 including post-conference(n=1585), 15 followed by written feedback (n=1609), and 15 unannounced (n=1600). Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[ix] Teachers were asked on both Beginning-of-Year and End-of-Year surveys "How many observations were followed by written feedback from your evaluator based on what he/she saw in your classroom." When compared, the mean of observations that included written feedback were 37% at the beginning of the year(n=964), and 70% at the end of the year (n=1520). Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12; and Indiana Pilot Corporations Beginning-of-Year Teacher Survey, administered 8/22/11-8/29/11.

[x] 69% of teachers responded agree (strongly agree, agree) when asked their level of agreement with the statement "The feedback I received was always based on examples (or evidence) or what my evaluator observed in my classroom (n=1535)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xi] 57% of teachers responded agree (strongly agree, agree) when asked their level of agreement with the statement "Compared to the last time I was evaluated, I now expect to take a more active role in my own evaluation and development (n=1460)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xii] 51% of teachers responded agree (strongly agree, agree) when asked their level of agreement with the statement "I feel more accountable for student achievement now than in the past (n=1461)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xiii] 45%, 51%, and 47% of teachers responded agree (strongly agree, agree) respectively when asked their level of agreement with the statements "I consider the new teacher evaluation system's observation rubric/framework when planning lessons on a day-to-day basis (n=1650)," "I often reflect on my own instruction and consider how it fits within the new teacher evaluation system's observation rubric/framework(n=1651)," and "I consider the new teacher evaluation system's observation rubric/framework when seeking ways to improve my practice(n=1648)." Source: Indiana Pilot Corporations Mid-Year Teacher Survey, administered 1/16/12-1/27/12.

[xiv] 85% of evaluators responded net agree (strongly agree, agree, somewhat agree) when asked their level of agreement with the statement "I use the new system's observation rubric/framework to guide my classroom observations." (n=133.) Source: Indiana Pilot Corporations Mid-Year Evaluator Survey, administered 1/16/12-1/27/12.

[xv] 96% and 93% of evaluators responded agree (strongly agree, agree) respectively when asked their level of agreement with the statements "I provided feedback on my teachers' professional strengths that was aligned with the observation rubric/framework (n=97)," and "I provided feedback about specific areas aligned with the observation rubric/framework that my teachers can improve on next year (n=97)." Source: Indiana Pilot Corporations End-of-Year Evaluator Survey, administered 5/14/12-5/25/12.

[xvi] 58% and 85% of evaluators responded agree (strongly agree, agree) respectively when asked their level of agreement with the statements "As a result of the new evaluation system, my responsibilities have shifted from non-instructional activities (such as lunch duty, bus duty, or hall monitoring) toward spending more time in the classroom and conferencing with teachers (n=126)," and "I believe that time spent on evaluation work was well-spent (n=130)." Source: Indiana Pilot Corporations End-of-Year Evaluator Survey, administered 5/14/12-5/25/12.

[xvii] 89% of evaluators responded agree (strongly agree, agree) when asked their level of agreement with the statement "I believe that I have spent more time this year observing instruction and giving feedback to teachers than in previous years (n=127)." Source: Indiana Pilot Corporations End-of-Year Evaluator Survey, administered 5/14/12-5/25/12.

[xviii] Source: Focus Groups and individual conversations at Pilot Corporations.

[xix] Source: Individual conversations with 5 Evaluators at Pilot Corporations.

[xx] Source: Focus Groups and individual conversations at Pilot Corporations.

[xxi] In addition, 2011 A-F school ratings show that RISE corporation schools were not all rated A, some even received Ds; therefore it is unlikely that so few teachers are actually Improvement Necessary and Ineffective when rated across the 19 TER competencies and the Core Professionalism Domain.

[xxii] Sources: RISE professional practice ratings, collected May 2012; and Indiana Pilot Corporations End-of-Year Evaluator Survey, administered 5/14/12-5/25/12.

[xxiii] Source: RISE Student Learning Objectives sample, collected January-February 2012. All SLOs collected from two smaller corporations were analyzed, along with a representative sample from a larger corporation. In all, 1,551 SLOs were collected, and 421 (27%) were analyzed.

[xxiv] Source: RISE professional practice ratings, collected May 2012.

[xxv] Source: RISE professional practice ratings, collected May 2012.

[xxvi] 37% of teachers responded agree (strongly agree, agree) when asked their level of agreement with the statements "I now view my evaluator as more of an instructional leader than ever before (n=1477)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxvii] Teachers who responded agree (strongly agree, agree) when asked their level of agreement with the statement "I now view my evaluator as more of an instructional leader than ever before" were 37 percentage points more likely to have responded favorable (strongly favorable, somewhat favorable) when asked "Do you have a strongly favorable, somewhat favorable, somewhat unfavorable, or strongly unfavorable opinion of the new teacher evaluation system?" (n=644). Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxviii] 69%, 41%, 34%, and 37% of teachers responded agree (strongly agree, agree) respectively when asked their level of agreement with the statements "The feedback I received was always based on examples (or evidence) or

what my evaluator observed in my classroom (n=1535)," "My evaluator provided specific suggestions for what I could immediately change in my daily instruction based on my areas for improvement (n=1404)," "My evaluator pointed me towards professional development opportunities based on my areas for improvement (n=1369)," "My evaluator and I discussed a professional development plan for next year (n=1147)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxix] Teachers who responded agree (strongly agree, agree) when asked their level of agreement with the statements "My evaluator and I discussed a professional development plan for next year" and "My evaluator provided specific suggestions for what I could immediately change in my daily instruction based on my areas for improvement" were 18 and 25 percentage points more likely respectively to have responded favorable (strongly favorable, somewhat favorable) when asked "Do you have a strongly favorable, somewhat favorable, somewhat unfavorable, or strongly unfavorable opinion of the new teacher evaluation system?" (n=523) and (n=603). Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxx] Evaluators were asked "On a scale of one to seven where one means not challenging and seven means very challenging, please rate the following types of conversations," and "Giving teachers ratings that were lower than in the past" had the highest mean response (4.33, n=112). Source: Indiana Pilot Corporations End-of-Year Evaluator Survey, administered 5/14/12-5/25/12.

[xxxi] 73% and 71% of evaluators responded either 'I need more training' or 'More training would be helpful, but is not necessary' when given the following statements respectively: "Helping teachers I've observed performing poorly improve (n=134)" and "Helping good teachers I've observed become great teachers (n=134)". Source: Indiana Pilot Corporations Mid-Year Evaluator Survey, administered 1/16/12-1/27/12.

[xxxii] Teachers who responded at least 2-3 times per month (Almost daily, 1-2 times per week, 2-3 times per month) when asked how often they "Had conversations with colleagues, administrators, or central office leaders about how to use the observation rubric/framework to improve my instruction" were 21 percentage points more likely than those with less frequent conversations to have responded agree (strongly agree, agree) to "Overall, the new teacher evaluation system is good for my students' learning. (n=370)" and "Overall, the new teacher evaluation system will help me improve my instruction. (n=311)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxxiii] Teachers who responded at least 2-3 times per month (Almost daily, 1-2 times per week, 2-3 times per month) when asked how often they "Had conversations with colleagues, administrators, or central office leaders about how to use the observation rubric/framework to improve my instruction" and "Used the rubric/framework to help design instruction or create lessons with a colleague, administrator, or central office leader" were 18 and 17 percentage points more likely respectively to have responded favorable (strongly favorable, somewhat favorable) when asked "Do you have a strongly favorable, somewhat favorable, somewhat unfavorable, or strongly unfavorable opinion of the new teacher evaluation system?" (n=666) and (n=667), and were 12 and 11 percentage points more likely respectively to have responded agree (strongly agree, agree) to "I am confident that the new teacher evaluation system provides teachers with ratings that are fair (n=216)" and "I am confident that the new teacher evaluation system provides teachers with ratings that are accurate (n=208)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxxiv] Teachers who responded at least 2-3 times per month (Almost daily, 1-2 times per week, 2-3 times per month) when asked how often they "Had conversations with colleagues, administrators, or central office leaders about how to use the observation rubric/framework to improve my instruction" were 24 percentage points more likely to have responded agree (strongly agree, agree) when asked their level of agreement with the statement "My evaluator and I discussed a professional development plan for next year (n=397)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxxv] Teachers who responded agree (strongly agree, agree) when asked their level of agreement with the statement "My colleagues and I were provided sufficient time to work together on aspects of the student learning objectives process" were 25 percentage points more likely to have responded they agree "The process of setting student learning objectives was good for helping encourage data-driven instruction in my school (n=357)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxxvi] Teachers who responded agree (strongly agree, agree) when asked their level of agreement with the statement "I had conversations with other teachers, administrators, or central office leaders to help determine my students'

level of preparedness" were 13 percentage points more likely to have responded favorable (strongly favorable, somewhat favorable) when asked "Do you have a strongly favorable, somewhat favorable, somewhat unfavorable, or strongly unfavorable opinion of the new teacher evaluation system? (n=392)," 18 percentage points more likely to agree "Overall, the new teacher evaluation system will help me improve my instruction (n=174)," and 20 percentage points more likely to agree "Time spent on evaluation work is well-spent (n=176)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xxxvii] Non-RISE Teachers spent a median of 4 hours on measuring student learning; RISE Teachers spent a cumulative median of 6.5 hours on measuring student learning. Source: Indiana Pilot Corporations Mid-Year Teacher Survey, administered 1/16/12-1/27/12.

[xxxviii] Teachers who responded yes to the question "For either your primary or secondary Student Learning Objective, are you using an assessment that you or teachers in your corporation created" spent 5 or more hours "preparing a teacher-created assessment for SLOs" (n=806). Source: Indiana Pilot Corporations Mid-Year Teacher Survey, administered 1/16/12-1/27/12.

[xxxix] Evaluators were asked how long "Evaluating and providing feedback on an assessment for the purposes of Student Learning Objectives to make sure it was of sufficient quality" took and responded a median of 30 minutes per teacher (n=64). Source: Indiana Pilot Corporations Mid-Year Evaluator Survey, administered 1/16/12-1/27/12.

[xl] When asked "On a scale of one to seven where one means not challenging and seven means very challenging, please rate the following parts of the student learning objectives process," teachers responded with a mode of 7 for "Obtaining prior year data to group my students into levels of preparedness." (n=780). Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xli] When asked "On a scale of one to seven where one means not challenging and seven means very challenging, please rate the following activities," evaluators responded with a mode of 5 for "Providing feedback on rigor of student learning objectives." (n=73). Source: Indiana Pilot Corporations End-of-Year Evaluator Survey, administered 5/14/12-5/25/12.

[xlii] Source: RISE Student Learning Objectives sample, collected January-February 2012. All SLOs collected from two smaller corporations were analyzed, along with a representative sample from a larger corporation. In all, 1,551 SLOs were collected, and 421 (27%) were analyzed.

[xliii] 59% of teachers and 65% of evaluators responded agree (strongly agree, agree) respectively when asked their level of agreement with the statement "I believe that student learning objectives should accompany other measures of student learning in an evaluation system in order to accurately reflect my progress with my students (n=975) and (n=68)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12; and Indiana Pilot Corporations End-of-Year Evaluator Survey, administered 5/14/12-5/25/12.

[xliv] Teachers who responded agree (strongly agree, agree) when asked their level of agreement with the statement "My colleagues and I were provided sufficient time to work together on aspects of the student learning objectives process" were 25 percentage points more likely to have responded they agree "The process of setting student learning objectives was good for helping encourage data-driven instruction in my school (n=357)" and 22 percentage points more likely to have responded they agree "I felt that my student learning objectives were a good measure of my students' learning (in one class) (n=280)." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xlv] Source: Focus Groups and individual conversations at Pilot Corporations.

[xlvi] Teachers were asked "If you had the choice between the following types of observations throughout the course of a year, which do you believe would lead to the most valuable feedback and represent the most accurate reflection of your practice over time?," and five out of six corporations indicated their top two preferences as five 20 minute observations per year (27%, 30%, 32%, 25%, and 37%) or three 10 minute observations and two 40 minute observations (40%, 37%, 26%, 48%, 29%); the one corporation that set an expectation for more frequent shorter observations had a preference of one walk-though lasting 3 minutes or less and one 10 minute observation (n=1617). Options provided included "weekly walk-throughs lasting 3 minutes or less, one walk-through lasting 3 minutes or less and one 10 minute observation, five 20 minute observations per year, or three 10 minute observations and two 40 minute observations." Source: Indiana Pilot Corporations End-of-Year Teacher Survey, administered 5/14/12-5/25/12.

[xlvii] 47% of evaluators chose three 10 minute observations and two 40 minute observations when asked "If you had the choice between the following types of observations throughout the course of a year, which do you believe would lead to the most valuable feedback and represent the most accurate reflection of your practice over time?" (n=127). Options provided included "weekly walk-throughs lasting 3 minutes or less, one walk-through lasting 3 minutes or less and one 10 minute observation, five 20 minute observations per year, or three 10 minute observations and two 40 minute observations." Source: Indiana Pilot Corporations End-of-Year Evaluator Survey, administered 5/14/12-5/25/12.

[xlviii] TNTP, January 2012. "'MET' Made Simple: Building Research-Based Teacher Evaluations."

[xlix] Source: Focus Groups and individual conversations at Pilot Corporations.

[l] Source: Focus Groups and individual conversations at Pilot Corporations.

[li] Source: RISE professional practice ratings, collected May 2012.

[lii] MET Project Bill & Melinda Gates Foundation. January 2012. "Gathering Feedback for Teaching."

[liii] To learn more about and access the Bambrick feedback framework, contact Paul Bambrick-Santoyo or Uncommon Schools (http://www.uncommonschools.org/bio/1017/paul-bambrick-santoyo).

[liv] Lemov,Doug. 2010. Teach Like a Champion: 49 Techniques that Put Students on the Path to College. Jossey-Bass.

[lv] Visit the Indiana Department of Education website to find contact information for all Education Service Centers: http://www.doe.in.gov/idoe/education-service-centers.